

# CROSSWALK

## HIGH SCHOOLS THAT WORK (HSTW) Key Practices and AdvancED-North Central Association (NCA) Accreditation Standards

In general terms, the visible connection of the HSTW Key Practices to the AdvancED North Central Association standards can most easily be seen in the following crosswalk. Each area contains a website where you may obtain additional information.

<b>HSTW Key Practice</b> <a href="http://www.sreb.org">http://www.sreb.org</a>	<b>AdvancED/NCA</b> <a href="http://www.advanc-ed.org/">http://www.advanc-ed.org/</a>
<p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>Teachers <b>often</b> clearly indicated the amount and quality of work that are necessary to earn a grade of A or B at the beginning of a project or unit.</li> <li>Teachers are <b>frequently</b> available before, during or after school to help them with their studies.</li> <li>Students usually spend <b>one or more hours</b> on homework each day.</li> <li>Students <b>often</b> revise essays or other written work several times to improve the quality.</li> <li>Students <b>often</b> work hard to meet high standards on assignments.</li> </ul> <p><b>Extra Help</b></p> <ul style="list-style-type: none"> <li>Students <b>often</b> were able to get extra help from their teachers when they needed it without much difficulty.</li> <li>Teachers were <b>frequently</b> available before, during or after school to help students with their studies.</li> <li>Extra help students received at school <b>often</b> helped them to understand their schoolwork better.</li> <li>Extra help students received at school <b>often</b> helped them to get better grades.</li> </ul>	<p><u>Governance &amp; Leadership</u> – The school operates under the jurisdiction of a governing board and provides leadership that fosters learning.</p> <p><u>Vision and Purpose</u> – The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.</p> <p><u>Commitment to Continuous Improvement</u> – The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.</p>
<p><b>Teachers Working Together</b></p> <ul style="list-style-type: none"> <li>Academic and career/technical teachers work together in engaging students regularly in reading books and articles, writing, making presentations, and using high-level reasoning and thinking skills.</li> <li>Mathematics, science and career/technical teachers work together to better align and integrate mathematics concepts and skills into assignments in science and career/technical classrooms.</li> </ul>	<p><u>Vision and Purpose</u> – The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.</p> <p><u>Resources and Support Systems</u> – The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.</p> <p><u>Commitment to Continuous Improvement</u> – The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.</p> <p><u>Teaching and Learning</u> – The school provides research-based curriculum and for all students.</p> <p><u>Documenting and Using Results</u> – The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.</p>

***Guidance***

- Students reviewed the sequence of courses they planned to take throughout high school **at least once a year**.
- Students received the most help in planning their high school education plan of studies by the end of the ninth grade.
- When planning and reviewing their high school four-year education plan, they talked with their parents, step-parents or other adults they live with **at least once a year**.
- During high school, a teacher or counselor talked to students individually about their plans for a career or further education after high school.
- Students spoke with or visited someone in a career they aspire to.
- Someone from a college talked to them about going to college.
- Students and/or their parents (or step-parents or guardians) received information or assistance from someone at their school in selecting or applying to college.
- Students had an adult mentor or advisor who worked with them all four years of high school.

***Program of Study*****English/Language Arts**

- Four or more credits in college-preparatory (CP) English/language arts courses

**Mathematics**

- Four or more credits in CP mathematics, including Algebra I, geometry, Algebra II and a higher-level mathematics course such as trigonometry, statistics, pre-calculus, calculus or Advanced Placement mathematics.

**Science**

- Three or more credits in science, including at least two credits in CP biology, chemistry, anatomy and physiology or physics/applied physics.

**Social Studies**

- Three CP social studies courses emphasizing reading and writing to learn

**Computer Technology**

- At least one computer course or demonstrated proficiency in computer technology beyond keyboarding.

**Area of Concentration**

- At least four credits in an academic or career concentration.

Resources and Support Systems – The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Documenting and Using Results – The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Resources and Support Systems – The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Stakeholder Communication and Relationships – The school fosters effective communications and relationships with and among its stakeholders

***Academic Studies***

- Align core academic courses to essential state and national standards that prepare youth for postsecondary studies and careers.
- Align student assignments, student work and classroom assessments to at least the proficient-level standards as measured by a NAEP-referenced exam and state assessments.

***Students Actively Engaged***

- Students are engaged in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

***Career-Technical Studies***

- Students read non-school-related materials outside of class for **one or more hours** in a typical week.
- Students used mathematics to complete challenging assignments in their career/technical classes **at least weekly**.
- Students read and interpreted technical books and manuals to complete assignments in career/technical classes **at least weekly**.
- Students read a career-related article and demonstrated understanding of the content **at least monthly**.
- Students used computer skills to complete an assignment or project in their career/technical classes **at least monthly**.
- Students had challenging assignments in their career/technical classes **at least monthly**.
- Students completed a project that first required some research and a written plan before completing the task.
- Students had to meet certain standards on a written exam to pass a career/technical course.
- Students completed a senior project that included researching a topic, creating a product or performing a service and presenting it to the class or others.
- Students spoke with or visited someone in a career they aspire to.
- Students spent time on homework assigned by a career/technical teacher each day.

Teaching and Learning – The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Documenting and Using Results – The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Teaching and Learning (above)

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***Work-based Learning***

- Students observed veteran workers performing certain jobs.
- Students had someone teach them how to do the work.
- Employers encouraged students to develop good work habits and good customer relation skills **at least monthly**.

***Culture of Continuous Improvement***

- Teachers **strongly agree** that the goals and priorities for their school are clear.
- Teachers **strongly agree** that teachers in this school maintain a demanding yet supportive environment that pushes students to do their best.
- The principal stresses **monthly** that all students should be taught to the same high standards.
- Teachers **strongly agree** that teachers in this school are continually learning and seeking new ideas on how to improve students' achievement.
- Teachers **strongly agree** that teachers and school administrators work as a team to improve student achievement at their school.
- Teachers **strongly agree** that teachers use data to continuously evaluate the school's academic and technical programs and activities.

**10 KEY PRACTICES:*****Key Practice 1 – High Expectations******Key Practice 2 – Program of Study******Key Practice 3 – Rigorous Academics******Key Practice 4 – Quality Career & Technical Courses******Key Practice 5 – Work-based Learning******Key Practice 6 – Teachers Working Together******Key Practice 7 – Students Actively Engaged******Key Practice 8 – Guidance******Key Practice 9 – Extra Help******Key Practice 10 – Culture of Continuous Improvement***

Stakeholder Communication and Relationships – The school fosters effective communications and relationships with and among its stakeholders.

Teaching and Learning (above)

Governance and Leadership – The school provides governance and leadership that promote student performance and school effectiveness.

Documenting and Using Results – The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Commitment to Continuous Improvement – The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance

**SEVEN AdvancED STANDARDS:**

Standard 1 – Vision &amp; Purpose

Standard 2 – Governance and Leadership

Standard 3 – Teaching and Learning

Standard 4 – Documenting and Using Results

Standard 5 – Resource and Support Systems

Standard 6 – Stakeholder Communications and Relationships

Standard 7 – Commitment to Continuous Improvement